

C  
122 h I

Volume 1

Number 2

FEBRUARY, 1916

JAN 1916

BULLETIN

OF THE

Humboldt  
State Normal School

Arcata, California

PUBLISHED PERIODICALLY

CALIFORNIA  
STATE PRINTING OFFICE  
1916

## SCHOOL CALENDAR

FOR 1916.

---

### Summer School.

June 19, 1916-----Six Weeks-----July 28, 1916

### For 1916-1917.

First Term Opens-----Monday, August 7, 1916

The following counties are represented in the present enrollment of this school:

HUMBOLDT

SANTA CLARA

NAPA

MODOC

DEL NORTE

BUTTE

SONOMA

SAN JOAQUIN

NEVADA

TEHAMA

KERN

LOS ANGELES

OCINO

SOLANO

ALAMEDA

SUTTER

TULARE

## THINGS YOU SHOULD KNOW ABOUT HUMBOLDT STATE NORMAL SCHOOL.

1. Climatically, its location is ideal.
2. There is no spot on the Pacific Coast with a more beautiful scenic outlook.
3. Its course of study is rich, progressive, and strictly up-to-date.
4. It offers you seven terms (seventy weeks) of practice teaching.
5. It requires you to teach arithmetic, reading, grammar and composition, history, geography, and two additional subjects.
6. The teaching requirement is for seven different subjects in seven different grades.
7. Its entire course is a required one. See it on page 5 of this bulletin.
8. Every student must take agriculture, horticulture, nature study, general science, and hygiene.
9. Every student must take manual training, elementary manual training or hand work, drawing, cooking, and sewing.
10. Every student must take American literature, English literature, Western literature, story-telling, primary literature, and oral expression.
11. Every student must take educational psychology, educational sociology, and pedagogy.
12. Every student must take Western history, music, and physical culture.
13. Every student must take a content review of all the common school branches—arithmetic, history, geography, grammar, and composition.
14. It seems that it would be an impossibility for a student to fail as a teacher after having satisfactorily completed such a course as is offered by the Humboldt State Normal School.

### CLIMATIC CONDITIONS AT HUMBOLDT STATE NORMAL SCHOOL.

The climatic conditions of Arcata and Humboldt County are all that could be desired for educational work. There is never a day so warm as to be uncomfortable. In fact, the summers are delightfully cool, and the winter months are exceedingly pleasant. The rainfall is distributed throughout eleven months, but the larger portion of it falls during the winter. The average rainfall is between thirty-five and forty inches. The average summer temperature is 55 degrees; the average winter temperature is 47 degrees. The mixture of mountain air and ocean breeze makes an atmospheric condition that is wonderfully exhilarating and invigorating.

It is possible for a student to do at least one-third more work here than it would be elsewhere under less favorable conditions. At the same time his vitality increases. Many students from the inland counties are now enrolled in the Humboldt State Normal School. All are doing exceedingly good work and the Humboldt climate has served them as a tonic.

### SCENIC EFFECT FROM HUMBOLDT STATE NORMAL SCHOOL.

Words are inadequate to describe the beauty of the panoramic view gained from the Normal School buildings. The following is but a feeble description of what it really is as it appears on this delightful sunshiny afternoon of January 26:

Snow-clad mountains in the distance; verdant redwood forests; beautiful Humboldt Bay; Eureka, the metropolis of northwestern California, just across the bay; and the grand Pacific Ocean to the west; breakers and whitecaps and, beyond, a vessel plying between San Francisco and Portland! And when the majestic old ocean is angry, one can hear its lashing, and the pounding of the surf.

At the foot of the Normal School property nestles beautiful Arcata, known as the "White City."

## WHY THE NORMAL SCHOOL COURSE IS THE NEXT LOGICAL STEP BEYOND THE HIGH SCHOOL.

No institution can be better or more loyally served by those in charge of its affairs, than are the high schools. The faculties of the high schools of California are earnest, sincere, and conscientious, and they are solving the problems of secondary education with as great, or even greater, success than that which is being attained in many of the states that have been working on secondary educational problems for a much longer period of time.

The age of the pupils attending high school and the relationship of the institution to the community in which it is located, are factors which make it almost an impossibility to develop a sense of responsibility on the part of the students. The normal school is the educational institution which, above all others, can develop this sense of responsibility. When a student realizes his responsibilities, then all anxious thoughts about him may be dismissed.

Those students who are forced out of higher educational institutions on account of subject failures, in the main, do not fail so much because they lack the ability to do the work required of them, as because they do not assume the responsibilities which rightfully belong to them. This failure to assume their responsibilities is due largely to the fact that they are not sufficiently considerate of the other fellow.

A student must have his thoughts filled with something besides self if he is to develop to his fullest extent. The normal school that does most for development is the one requiring the greatest amount of practice teaching. Many young men and women have their first real sense of responsibility when they appear before their classes for practice teaching. This small responsibility distributed over a long period of time, in charge of a wise and sympathetic supervisor, will do more for unfoldment and development than almost any other experience open to the high school graduate.

### POINTED REMARKS FOR HIGH SCHOOL SENIORS.

Within the next four or five months you will have completed your high school course. You must then both ask and answer the most momentous question which has yet confronted you: "What Next?"

After high school graduation you will take your place among men and women and become a producer; or you will continue your educational preparation, thereby enabling you to be of greater service to your fellow man in addition to increasing your earning power.

Your high school education is general in character, therefore it is a foundation upon which to build rather than a specific training for a definite task. The period immediately following high school graduation is perhaps the most critical in the life of the young man and the young woman. At any rate it is the time which largely determines what the future will be—whether a success or a failure, whether one of importance or one of mediocrity.

Up to the time of your graduation you have been a respected member of your community, not so much on account of what you have done as on account of your family. Very shortly after graduation you are going to be known by what you yourself do and how you do it. In other words, it is up to you. HOW ARE YOU GOING TO MEET THE ISSUE? NO DIFFERENCE WHAT YOUR PLANS ARE FOR ADVANCED EDUCATIONAL WORK, YOU WILL BE A BIGGER, BETTER, AND STRONGER MAN FOR HAVING APPROACHED YOUR ADVANCED EDUCATIONAL WORK THROUGH THE AVENUE OF THE NORMAL SCHOOL.

A normal school properly administered is not a grind, is not drudgery, is not just merely a place to learn to teach school. But such a school as the Humboldt State Normal School is:

1. An educational institution, with the word "educational" used in its strictest possible sense.

2. A developer of character. (More grains per week than can be claimed by any other institution.)

3. A dynamo of energy, which stimulates and energizes everyone who comes in contact with its current.

4. A place where the drones can not live.

5. A place where the latent talents and powers of the honest, earnest, conscientious student are discovered and developed.

6. A generator of keen distinction, sensibility, and refinement.

7. A maker of *real men* and *women*.

At the time of graduation each candidate should have a very definite idea concerning his future line of work, and after the decision is made the sooner he takes up the line which will broaden his foundation so that it will be strong enough to carry his special life work, the better it will be for him.

Many high school graduates find it necessary to work two or three years in order to secure the necessary funds to carry them through some higher educational institution, and such young people deserve a great amount of credit. But the young man or young woman graduate who spends two or three years in leisure, deciding what he should do, will do his work less effectively than he would have done it immediately after graduation. Therefore, decide as early as possible what you are going to do, and, when you have decided, take it up at once and give it the very best you have.

Do you know that while you are attending normal school you are also earning university credits? If your credits are such that you can secure a university recommendation and you have the proper prerequisites for the course you desire to take, you can get at least one and one-half years of university credit for your two years of Normal work. In addition to having earned at least forty-five hours out of the sixty required for junior standing by the university, you have doubled your earning capacity and received a normal diploma which entitles you to a teacher's certificate, good anywhere in California, and in other states as well.

Can you realize that a normal school diploma would be a great protection to you? Two high school graduates decide they want a college education. One enters college directly from high school. The other one takes his course by way of the normal. Suppose circumstances compelled each of them to become producers at the end of the second year. The one who entered normal would have his diploma and certificate to teach, while the college student would only have broadened his foundation. This case is an exceedingly probable one, and the question is certainly worthy of your serious consideration.

You may think you can not afford to go to normal, but you can. You can not afford to stay out of normal school. Any conscientious, ambitious, energetic high school graduate can borrow from his friends, his relatives, or from his home bank, a sufficient amount of money to enable him to complete the two years of normal work. The actual expenses at this school for the full two years would be from \$300.00 to \$500.00. The entire amount could be paid back within one year from the time of graduation. During the first three years after graduation, the student could return the borrowed money and save enough to complete his university or college course.

---

"If I have succeeded, it is only as any of you can succeed, merely because I have tried to do my duty as I saw it in my home, in my business, and as a citizen. And above all else, I have tried at all times to be a MAN."—*Theodore Roosevelt*.

"What I most need is somebody to make me do what I can. To do what I can is my problem; not what a Napoleon or a Lincoln could do, but what I can do."—*Emerson*.

The poor deaf pauper Kitto, who became one of the greatest of Biblical scholars, said: "I think that every man may, according to his *industry*, render himself almost anything he wishes to become."

A decision on your part to attend the Humboldt State Normal School means:

1. That you will have a liberal education in addition to your specific training, because the course of study required in this school is an exceedingly broad one.

2. That your success as a teacher is assured. If you can satisfactorily do the work required by this school, there is not one chance in a hundred for you to fail.

3. That *your success problem* is planned by the school, but is *actually worked out by you while attending this school* rather than that you are compelled to work it out by yourself after leaving school, when you have no one to assist you.

4. That on account of the climatic conditions, you will be well, strong, healthy, and vigorous, and that all the work you can do will not interfere with the increase in your vitality.

5. That you will be better morally when you graduate than when you enter, because if there is one thing that this school stands for, it is the development of moral fiber.

*Young Man! Young Woman! For your own welfare consider these questions:*

1. What other *profession* can you prepare yourself for in *two years*?

2. Do you know that the *richness of a life* depends upon the *service* it can render?

3. Do you know of any other profession that offers such opportunities for service as that of teaching?

4. Do you know of any other profession that offers such financial returns *for which you can make your preparation in two short years*?

Board and room can be secured from \$22.50 to \$25.00 per month. By renting furnished rooms and doing light housekeeping, living expenses need not exceed \$15.00 a month.

## Two-Year Professional Course.

### JUNIOR YEAR.

#### Junior A.

Educational Psychology I.  
Manual Training I.  
Content Review Grammar and Composition.  
Content Review Geography.  
Physical Culture.  
Observation.

#### Junior B.

Content Review History.  
Content Review Arithmetic.  
Manual Training II.  
Pedagogy I.  
Teaching and Method.

#### Senior A.

Domestic Science I.  
Horticulture I.  
Elementary Manual Training.  
Story Telling and Primary Literature.  
Teaching and Method.

#### Senior B.

Educational Sociology I.  
Oral Expression.  
Agriculture II.  
Hygiene.  
Teaching and Method.

#### Junior C.

Educational Psychology II.  
English Literature.  
Music I.  
Agriculture I.  
Teaching and Method.

#### Junior D.

Pedagogy II.  
Drawing I.  
Nature Study.  
American Literature.  
Teaching and Method.

### SENIOR YEAR.

#### Senior C.

Educational Sociology II.  
Horticulture II.  
Penmanship and Bookkeeping.  
General Science.  
Teaching and Method.

#### Senior D.

[School Administration.]  
[Western Literature.]  
Domestic Science II.  
Western History.  
Music II.  
Teaching and Method.

1915-16

## One-Year Course.

FOR TEACHERS.

## Senior A.

Educational Psychology I.  
Pedagogy I.  
Elementary Manual Training.  
Physical Culture.  
Teaching and Method.

## Senior B.

Educational Psychology II.  
Pedagogy II.  
Nature Study.  
General Science.  
Teaching and Method.

## Senior C.

Oral Expression.  
Agriculture I.  
Manual Training.  
American Literature.  
Teaching and Method.

## Senior D.

Hygiene.  
Music.  
Drawing.  
Horticulture I.  
Teaching and Method.

## Students Enrolled in Humboldt State Normal School Since August 2, 1915.

Acheson, Lucy ----- Eureka  
Acorn, Effie ----- Blue Lake  
Acorne, Leone ----- Eureka  
Adams, Mrs. ----- Hoopa  
Aggler, Hazel ----- Fortuna  
Allard, Jessie ----- Eureka  
Anderson, Esther ----- Fortuna  
Anderson, Lloyd ----- Blue Lake  
Anderson, Susie ----- Blue Lake  
Archer, Lester ----- Dinuba  
Asselstine, Dorothy ----- Eureka  
Baldwin, Marian ----- Crescent City  
Barber, Ada ----- Fortuna  
Barker, Lavina ----- Arcata  
Barter, Rosella ----- Arcata  
Bang, Gladys A. ----- Bayside  
Bloemer, Grace ----- Arcata  
Boene, Marian ----- Fort Seward  
Bonnicksen, Christine ----- Arcata  
Brown, Ralph B. ----- Arcata  
Bush, Mildred ----- Fortuna  
Campbell, Linda ----- Arcata  
Canty, Annie ----- Fortuna  
Carlson, Chester ----- Alliance  
Carlson, Walter ----- Alliance  
Carolyn, Jane ----- Alliance  
Carroll, Katherine ----- Arcata  
Conant, Zelma ----- Eureka  
Coonan, Madeline ----- Eureka  
Coppini, Josephine ----- Eureka  
Courtright, Gillis ----- Arcata  
Crawford, Joe ----- Blue Lake  
Curneen, Austin ----- Wakefield  
Davis, Gilbert ----- Nevada City  
Davies, Irvin Wilfred ----- Yuba City  
Dodge, Eleanor ----- Arcata  
Dolson, Noelle ----- Willits  
Douarin, Ida ----- Blue Lake  
Drake, Vera ----- Fortuna  
Falk, Audrae ----- Eureka  
Forbes, Hazel ----- Rohnerville  
Ford, Oren ----- Dinuba  
Ford, Anna ----- Blue Lake  
Foster, Bessie ----- Arcata  
Foster, Idabel ----- Arcata  
Frasier, Alice E. ----- Arcata  
Fraser, Miriam ----- Eureka  
Fulmor, Dorothy ----- Ferndale

Gale, Alma ----- Arcata  
Gale, Mildred ----- Arcata  
Garner, Laura ----- Arcata  
Gastman, Alene ----- Arcata  
Graham, Leslie ----- Bayside  
Graham, Sarah ----- Arcata  
Gray, Charlie ----- Arcata  
Gray, Loftus ----- Arcata  
Greenwood, Dulcie ----- Blue Lake  
Greta, Eden ----- Eureka  
Haman, Clara ----- Eureka  
Hamilton, Ruth ----- Crescent City  
Handelin, Stella ----- Eureka  
Hansen, Agnes ----- Eureka  
Hansen, Esther ----- Eureka  
Hansen, Roberta ----- Eureka  
Hanson, Genevieve ----- Eureka  
Harlan, Gertrude ----- Blue Lake  
Harmon, Brenda ----- Eureka  
Hart, Frances ----- Eureka  
Haugh, Alice T. ----- Arcata  
Haw, Doris ----- Eureka  
Hayes, Ruth ----- Campbell  
Heckman, Herman ----- Oroville  
Hepler, E. Lorena ----- Crescent City  
Hill, Anna ----- Eureka  
Hill, Nova ----- Alton  
Hill, Sidney E. ----- Eureka  
Hinch, Vera ----- Eureka  
Hitchings, Helen ----- Eureka  
Holmes, Karen ----- Eureka  
Hoover, Frank ----- Rohnerville  
Horn, Mable ----- Crescent City  
Hough, Esther ----- Petrolia  
Hughes, Rose ----- Eureka  
Hughes, Winnifred ----- Corning  
Hynding, Anna ----- Ferndale  
Jacobsen, Matilda ----- Ferndale  
Johnson, Mary E. ----- Rohnerville  
Jones, Helen ----- Vacaville  
Jones, Irma ----- Arcata  
Kermode, Agnes ----- Napa  
Knudsen, Ellen ----- Eureka  
Lanini, Mabel ----- Ferndale  
Lanini, Mary ----- Ferndale  
Larson, Eugenia ----- Metropolitan  
Lawson, Anna ----- Loleta  
Lee, Roy E. ----- Oroville

Lindstrand, Marie	Korbel	Robb, Georgia	Eureka
Liscom, George	Arcata	Roberts, Hazel	Arcata
Lyster, Ruth	Rohnerville	Ross, Jessie	Arcata
MacArthur, Joy Lois	Calistoga	Rowley, Gladys	Fortuna
Mahan, Agnes	Maricopa	Sage, Cylda	Arcata
Malone, Leah	Crescent City	Salstrom, Sadie	Weitchpec
Matthews, Jennie	Arcata	Sapp, Ceva	Arcata
May, Georgia	Arcata	Schneider, Marie	Stockton
McClosky, Katherine	Arcata	Scott, Veronica	Ferndale
McCready, Lola	Arcata	Sherburne, Zaida	Arcata
McGruder, Helen	Oakland	Silva, Rosie	Alliance
McIntosh, Etta	Eureka	Sinclair, Doris	Eureka
McLean, Fannie	Eureka	Slingsby, Nellie	Waddington
McMullen, George	Cedarville	Smith, Edith	Ferndale
Miller, Enie	Arcata	Smith, Ethel	Fortuna
Monroe, Blanche	Blue Lake	Stauer, H. J.	Arcata
Morrell, Chester	Alliance	Stewart, Hugh B.	Arcata
Morrison, Deda	Ferndale	Teal, Ella	Blue Lake
Morrison, Helen	Arcata	Thatcher, Muriel	Eureka
Neal, Sidney F. N.	Petaluma	Thornton, Grace	San Jose
Nelson, Howard	Korbel	Tontini, Candina	Arcata
Neuhaus, Irma	Ferndale	Tracy, Harriet	Eureka
Newell, Emma	Fortuna	Tuohey, Marjorie	Eureka
Nordquist, Olga	Eureka	Turner, Jessie	Willits
O'Donnell, Eleanor	Eureka	Turner, Mary	Arcata
Ohman, Ethel	Eureka	Wandling, Harry	Cedarville
Parks, Lela	Eureka	Warren, Corrine	Los Angeles
Pedrotti, Gertrude	Hydesville	Westdin, Theodore	Arcata
Pedrotti, Myrtle	Hydesville	Wilson, Elizabeth	Essex
Pehrson, Eleanor	Eureka	Wood, Helene	Eureka
Peine, Esther	Requa	Wood, Leone	Fortuna
Peterson, Esther	Eureka	Woodcock, Leighton	Eureka
Philips, Burke D.	Eureka	Woods, Henrietta	Eureka
Preston, La Verne	Arcata	Yates, Rose	Briceland
Quear, Eva M.	Arcata	Zimmerman, Lillie	Eureka

#### POINTED REMARKS FOR TEACHERS.

Do you have problems in discipline?

Do you know that the child reads human nature with great accuracy?

When you are experiencing difficulties with your discipline, you should make an exceedingly careful study of yourself, your actions, and your remarks, to discover why the offender decided upon his particular point of attack. The thought which prompts the expert football player to attack what he considers the weakest and most poorly guarded portion of the line of the opposing team, is also the same thought which prompts the offender in school to make his attack at a given point.

Do you realize that all children are good when they are born? Therefore, if they are ever other than good it is because their environment has made them so, and surely the child is not to blame for succumbing to environmental influence. The pupils who need to be disciplined are usually those having an oversupply of energy; why not guide and direct this energy so that it will redound to your advantage and credit rather than permit the pupil to direct it so that it works to your disadvantage and discredit?

You will say this is easily said, but not so easily done, and I agree with you for the following reason: The mere fact that your discipline is one of your difficult problems proves conclusively that the relationship between you, the teacher, and the pupil or pupils who have to be disciplined, is not what it should be.

If you are having trouble with your discipline and you really desire to succeed with it for yourself and for your pupils, you can easily do so. The first great and

most important step is the elimination of yourself, the teacher, as the important factor. Good behavior, when forced, is only a little better than bad behavior for the school and the teacher. Good behavior, when forced, is, for the fellow who would otherwise be a transgressor, no better than bad behavior. Good behavior which comes as an impulse from within is greatly to be desired.

This plan will probably make it necessary for an organization or a reorganization of your school. All of the pupils should constitute or be organized into a unit, a group or a school community. The teacher should not be a czar, despot, ruler, or policeman, governing the group, but instead, a kind, interested, sympathetic adviser.

The dominant note of the school should be the group or school community and it should be constantly before them, but never placed before them in a nagging way. It must be correlated with their work. Many are the instances in reading, history, and geography, that will enable the teacher to impress upon the children the relationship of the group to the organization, and the relationship of each individual member of the group to the group, and also the relationship and obligation of each individual to every other individual member. Their organization must be something almost sacred and always treated and referred to with most profound respect.

This plan carefully and wisely put into operation will eliminate the question of discipline from any school. The remarkable part of the successful operation of this or any other plan that will produce results, is that those who have been most frequently disciplined, will be either the leaders of the organization or very prominent in its management.

This, together with keen, live, wideawake, interesting, intelligent teaching, will solve all your difficulties.

Thus will the definitions of at least two prominent educators be justified.

*First:* "The ultimate aim of education is to take the boy that comes to us and make the best man out of him that can be made, and to help the girl who comes to us, to grow to be the best woman it is possible for her to become."

*Second:* "The ultimate aim of education is not that we may have stored up more knowledge than we had before, but that we may behave better than we behaved before."

#### SUPERVISED OBSERVATION.

By IDA A. FELT, Head of Department of Arithmetic.

The purpose of Supervised Observation is to train the student-teacher to see clearly and with understanding the work of the school. This training includes directed observation of various types of lessons, well and efficiently taught, followed by careful discussion of the results of the lesson, by what means they were accomplished, and upon what fundamental principles of teaching they were based. The important details of discipline and of the mechanics of class management should also be discussed.

Supervised observation is the connecting link between the practical work of the classroom and the scientific aspect of education taught in psychology and pedagogy. The teacher who sees these relations is an intelligent workman, not merely a mechanical imitator.

To the experienced teacher who has fallen into routine, a course in supervised observation gives the opportunity to gain that deeper understanding of school problems which leads to a renewal of keen interest and zeal for the work.

## LITERATURE.

By NETTIE S. GAINES, Head of Department of Literature.

The course in Literature offered at the Humboldt State Normal School is an exceptionally strong one. Graduates from this institution will teach literature in such a way as to give to children their rightful heritage.

Forty-seven weeks are required for this preparation. For a period of twenty-seven weeks the student, while gaining the knowledge of English, American and Californian literature that is necessary for a teacher to possess, is gaining that which is of far more value to him, a deep appreciation of the great truths of literature. Too, he is convinced that no child can be properly developed unless he is made to appreciate literature, in its many phases, throughout his entire school life.

During the other twenty weeks, the same instructor gives to the student his literature methods and supervises his teaching in the training school.

That the student goes from this institution with such an appreciation of literature and with such a conviction of its value in the development of the child, is due, in a great measure, to the peculiar presentation of the subject.

Humboldt State Normal School stands alone in presenting such a course in literature.

## SUMMER SCHOOL AT HUMBOLDT STATE NORMAL SCHOOL.

Six Weeks.

June 19, 1916—July 28, 1916.

The following courses will be offered:

Primary Practice Teaching.

Primary Methods.

Playground Work.

Physical Education.

Western History.

Education } Pedagogy.  
                  } Educational Psychology.  
                  } Educational Sociology.

Rational Composition. (The kind that brings joy and development and enables the child to make his own adjustments.)

Music.

Drawing.

Spelling and Vocabulary Building.

American Literature.

Western Literature.

Stories for Primary Needs, including Story Material and the Art of Story Telling.

Stories for Grammar Grades, including Story Material and the Art of Story Telling.

Elementary Reading for Rural Schools.

Oral Expression, including Phonetics.

Manual Training.

Elementary Manual Training or Handwork.

Agriculture } That can be applied to rural school problems.  
General Science. }

A model practice school of the first and second grades will be maintained during half days throughout the entire session.

The work offered in each subject in Summer School will be the equivalent of the work in the same subject in any regular term of ten weeks. This is made possible by lengthening recitation periods and increasing the assigned work. All credits earned will apply towards graduation.

This school has a one-year course for teachers who have had two or more years of experience.

This school has a two-year course for high school graduates.

Those who have had two years of teaching experience can, by taking five subjects in summer school, do one-fourth of the work necessary for graduation, or if they take four subjects they can earn one-fifth of the necessary credits.

No summer resort in California can offer greater climatic inducements than can Arcata.

To attend the 1916 summer session of the Humboldt State Normal School at Arcata will be to spend this time in perfect comfort with great pleasure and with exceedingly great profit.

Practically all of the courses offered will be given by members of the Normal School faculty.

This school has a fine new library. While not exceedingly large, it is exceedingly choice. There is no out-of-date, dead material in it. The library is under the direction of an expert librarian. It will be open for your use during the summer session.

Board and room can be secured from \$22.50 to \$25.00. By renting furnished rooms and doing light housekeeping, living expenses need not exceed \$15.00 per month.

*Remember*

HUMBOLDT STATE NORMAL SCHOOL,  
Arcata, California.

Six Weeks.

June 19, 1916—July 28, 1916.

#### INTERRELATION OF NORMAL SCHOOL AND ITS PRACTICE SCHOOL.

By BENA K. HANSEN, Head of Department of Grammar and Composition.

Many of the plans put into force in the Humboldt State Normal School are not new from the theoretical standpoint, yet relatively few teachers' training schools handle their educational problems practically, by means of demonstrations in the demonstration laboratory—the practice school. The instructor of each subject in our Normal Department is also the supervisor of the teaching of that subject in each of the grades in the training school. A definite course of study logically and pedagogically organized is thus presented to the pupils under close supervision by the specialist in that subject. Immediate demonstration of any principle can be given by the supervisor in the classroom at the very moment the teacher finds difficulty in presenting the subject. It is evident how pupils as well as student-teachers may profit from this system.

Moreover, each student-teacher has further opportunity of instruction in the pedagogy and principles of teaching of the subject he is then presenting. This instruction he gets in a method class conducted by the supervisor of the subject he is teaching. In this class the plans for the next day's work are discussed and suggestions given for the best presentation possible. Occasionally demonstrations of certain principles are given in these method classes, either by the supervisor or some student-teacher. The aim of these method classes is purely practical, namely, to have each student-teacher know his subject matter thoroughly, and to collect and organize into the simplest and clearest form all material necessary for a clear and full presentation of the subject to his class on the following day.

Some vital objections to a departmental organization such as described have often been made, the chief ones being, *first*, the danger of overworking pupils, and *second*, the impossibility of correlation of the various subjects of the curriculum. The first objection has been overruled in the work of our training school through its recitation-study periods. The teacher must arrange the work of his subject in two divisions: the first half of the period is devoted to presentation of the subject matter, either new or a review of past work; the second half of the period is used

for study. During this part of the period the nature of the work depends largely on the subject and the stage of development of the children. It is frequently devoted to a quiet preparation for the next day's recitation either under direction of the teacher if any help is needed, or independently. All study work expected of the children is done during school hours under the direction of the student-teachers and the supervisors. In this way the lessons are taught the children, not merely heard by the teacher after a laborious, unhappy, and often unpedagogical preparation by the pupil at home, at a time of the day or night when the mind is least active. That busy mother was right who said one day while trying to help her child prepare his lessons for school, "I wish present conditions might be reversed, and that the teachers would teach the lessons, and that we mothers might hear them."

In the study periods in the schoolroom, the child has ready access to all needed material for preparation; he has the teacher to direct him to find the leading points in the lesson; and he can not help but be inspired by the earnestness and enthusiasm of classmates working diligently at the same task with himself. The student-teacher, through this arrangement, learns to know his pupils better and learns their limitations and can regulate his demands and requirements through this better knowledge of the material he must mould.

The second danger, that of having no correlation in the various subjects presented, is being obviated in various ways. Various courses of study presented in the grades can be so correlated that the interrelations of different lines of work may be emphasized. Moreover, through informal conferences of the supervisors, this correlation is being worked out. The interest each one feels in any plans for improving the instruction given in the practice school results in an interest likewise in each department of the grade work and leads to discussion of problems and subject matter common to all and to a certain correlation of the subject matter. By this means the pupils are considered individually as well as collectively and must profit accordingly.

Here a question may be asked. Does the student-teacher get the practice necessary or suitable for rural or city school teaching? Each practice teacher, teaching a different subject each term, in a different grade each time, could not in any other way get as broad an experience. Add to this the training he gets from his various supervisors. He is given the methods specially suited for each subject taught in all the eight grades as well as for the particular grade he happens at the time to be teaching, under each supervisor. He gets also suggestions for a suitable course of study in each subject, for the grades. The student-teacher is not forced to demonstrate at once that he is a born teacher. He is permitted to learn to teach and to find where he may do the best work. Knowing something of the methods and material in any one subject that would be suitable for all grades, he can more efficiently handle the subject matter of any one particular class assigned to him. Is it possible for a young teacher to adapt himself to the needs of different grades of children, or is he born a primary teacher and that only, or a grammar grade teacher and that only? The reverse is being demonstrated here continually. A thorough knowledge of the whole eight-year curriculum is the best foundation for efficient teaching of the grade child in any subject. The training department of this school holds this as one of its fundamental ideals and is demonstrating its truth.

The various principles being worked out here are those recognized in the education departments of all our normal schools. Some of these schools of long establishment and high standing have as yet made no connection whatever between the education department and the training school. Classwork in methods, school management, or psychology, we often find presented theoretically in the classroom and independently of the practice department. Often enough, a beautiful theory

discussed in a pedagogy class is demonstrated by an exactly reverse method in the practice school. When the student-teacher is actually faced with the problem of putting into force within a few hours, an elaborately developed theory or device, he soon learns to decide whether it is pedagogically sound or whether it merely sounds pedagogic.

Having few traditions and a pliable organization, this school recognizes that its greatest efficiency lies in developing the closest possible connection between all the departments of the school and the training school. Through the normal department instructors, who are also supervisors of their special subjects in the training school, this unity is being effected and is being held as a basic ideal of the school.

### YOUNG MEN IN ELEMENTARY EDUCATION.

By GEO. C. INGELow, Head of Department of History.

As faculty advisor for the young men in the Humboldt Normal, the writer has often been asked the question, "What chances are there for men in the elementary schools?"

My answer is, "There is no calling that will yield as rich results to young men, in proportion to the time spent in preparation, as elementary teaching."

This is entirely true if we consider the results at their real value.

1. Two years spent in a normal, that does the work we are doing, give a splendid training for life, for the essentials of all previous schooling are reviewed and the student is introduced to a wider and deeper learning. During seven terms of practice teaching with conscientious supervision, the student acquires the ability to impart knowledge, and the art of self-expression.

2. A position is waiting for every young man that we can recommend as being prepared to teach.

3. Teaching is self-discipline of the best and most far-reaching kind.

4. Teaching is a stepping-stone to all of the professions. Most of the nation's great men have taught school.

5. A few years of elementary teaching will give the best possible preparation for college work.

6. There is good money awaiting well prepared young men in the teaching profession. Principalships are the early reward of good work.

We have enrolled over two score of young fellows who will soon be ready to go into the work with well-trained minds, up-to-date methods, lofty ideals and a great abundance of high spirits and enthusiasm.

### LOCAL HISTORY.

It has occurred to many teachers that in spite of earnest endeavor, history remains remote and unreal to a large number of children. Greece and Rome, and even the United States, fail to exist in the consciousness of the child. He learns the prescribed facts, or he doesn't, and that is as far as the teacher is able to carry the work. The trouble lies in the remoteness of the story from the child's experience. This has long been recognized and various remedies applied.

Many teachers are anxious to introduce local history into their courses of study, but they find themselves unprepared to do so. They find no books on the community in which they work, and being dependent upon books, they are helpless.

A course is given in this school to meet this very demand. As a part of the work in Western History, every student is required to prepare a paper on an assigned topic in Humboldt history. County archives are searched. Old newspaper files are consulted, pioneers are interviewed, old letters and diaries are edited, and every source is exhausted as far as possible. Sometimes the yield is meagre, other times it is very rich. But always the student has become familiar

with the possibilities of local history and with the methods of getting historical material. Incidentally we are acquiring an invaluable source library of Humboldtiana. Thus our future teachers learn how histories are compiled, and more important yet, how history itself is made.

### THE PROBLEM OF THE READING LESSON.

By JANE E. FARLEY, Head of Department of Reading.

What is the function of the reading lesson?

1. To give constantly increasing power on the part of the child to obtain for himself, thought from the printed page.

2. To give him opportunity for adequate expression of thought.

Most teachers are conscientious in their efforts to make good readers of their pupils, but results, more often than not, fail to be satisfying. And why? Often because the teacher expends her efforts in getting the child to read with what seems to her the proper inflection, emphasis, pitch, etc., forgetting that these are simply the *effects* of thinking, and that the mind must be related back to the thought before there can be anything to express. This method renders the child's reading unnatural and insincere; his capacity to get the thought from the page does not gain as it should because his attention is placed upon externals.

Again, the teacher, recognizing the worse-than-uselessness of this method, sees to it that the pupil gets the thought. This is a step in the right direction, but there are many problems in the way of construction that often make this task difficult for the child, and unless the teacher has had the training necessary to discern the relation between the imagination and the spoken word, this method does not particularly improve the vocal expression of the child. It is only by judiciously and skilfully working at the problem from both sides that adequate results are brought about.

The teacher must have, in the first place, a keen appreciation for the literature she is presenting. To awaken an enthusiasm in the children for the good and true in books, she must have enthusiasm herself. She must be the spark that sets the child afire.

Then there must be a definite plan of procedure, just as in any other subject. Too much has been left to the hit-or-miss method; the subject that must be the foundation of all other branches is often paid the least attention. Definite, vital, far-reaching and related thought is to be sought for. The problem of construction must be clearly understood by the teacher. Add to this—the knowledge of how certain constructions express themselves—a sincere appreciation of the spirit of the literature, and the teacher is in a position to be of positive assistance to the child.

That the material used for the child's reading, from the primary grade up, should be stimulating to his imagination is an absolute requisite. There is nothing to arouse a child's interest, or develop related thought, in the "see-the-cat" style of the old-fashioned primer.

But, given plenty of varied material from the many beautiful books now brought out for all the grades, a fresh and inspiring method of presentation and a close and sympathetic relation with the pupils, the teacher's task is one of constantly increasing pleasure to herself and to the children.

The plan being worked out in the Humboldt State Normal School, in the training of students to read and to teach reading in the public school, is to give first a course in story-telling. This develops in the student freedom, poise, directness, and greater accuracy of speech. After this comes the course in oral expression, where much attention to perception of thought-relations and the way they express themselves in speech, gives a basis for the reading of literature. Voice work and the presentation of choice bits of literature render the student more confident of

his own power, and establish the capability to give helpful assistance to those under his care.

The student then goes into the practical work of story-telling and the teaching of reading to the children in the training school. This is done under daily supervision by the same instructor who gives the courses in story-telling and oral expression. In the method class which is held daily for the students who are doing their teaching in these subjects, problems relative to their work are taken up and discussed. Many plans and devices of getting the children to rise to their best are talked over and put into use the following days. The teacher is encouraged to become self-reliant, to develop originality and initiative. Thus, with constant and definite ideals, remembering that "A man's reach must exceed his grasp," the student finally goes forth ready to achieve results that are most significant and far-reaching in the character formation of the child.

#### **EDUCATIONAL PROGRESS.**

By R. H. JENKINS, Head of Departments of Manual Training and Drawing.

Today educational institutions should and must be in advance of those of past years. Each age rises on stepping stones of the past created for the advancement of the future. That generation is not a true generation which does not profit by the mistakes of its ancestors. That individual is not a true individual who does not build better even than he knows, for he has all of the world behind him to build upon. True it is that a backward view is clearer and easier than a forward one, but one should rise to higher things from the inspiration of the past. Thus, a normal school today which is a wide-awake normal school, should be better than any that has yet been organized.

#### **Humboldt Normal School to the Front.**

For the Humboldt Normal School we claim only the highest standards and we stand out openly and fearlessly for the very latest and best things that a normal school education has to offer. We are taking the most advanced ideas from out of our past experiences and are forcefully executing these in our work. Thus we know that we have a wide-awake school which stands for progress.

#### **Teachers Well Trained and Progressive.**

We have a body of thoroughly trained teachers, each a specialist in his or her line, and a wide-awake, active, forceful president, well fitted for his place. The members of the teaching force feel that the president is behind them and so each individual is putting his very best into the work.

#### **No Optionals.**

Our course is not crowded with a lot of optional subjects unnecessary to normal school training, but is condensed, each subject being one required for the development of the individual. In this way the student wastes no time and thus is able to do more intensive, active, vital work.

#### **Our Course Modern.**

We have benefited from the past and have chosen from the wide field of educational experience those subjects which have come to the front and have proved that they are here to stay.

#### **Our Methods and Practice Teaching Thorough.**

Not only is the scholastic side of our work held at a high standard, but through preparation and methods our practice teaching is made a most vital issue. In this way, when a student goes out from the Humboldt State Normal School, he has had a thorough teaching experience as well as a high standard of scholastic training, to back him up and recommend him for his life work. In other words, we are

working for, and have only the best in our normal school, chosen from all the most advanced schools of the United States. This we offer to our students, who are our loyal friends.

#### To Illustrate.

To illustrate, we have benefited from the normal schools of Oklahoma by applying their thorough courses in shopwork and drawing, and have added even a more complete course in notebook work and methods. Like them, we leave nothing to chance but send the teacher to class thoroughly prepared in the work she is to teach.

From the Agricultural and Mechanical College of Oklahoma we get practical ideas in poultry house construction.

From the University of Chicago, we are applying thorough methods of procedure in detail woodwork and metal work.

The Normal School of Oswego, New York, makes possible a more intense and practical course in drafting and methods.

Columbia University gives us the direct application of the personal and individual element in shop practice, directs our design work and gives us faith to be independent and individual.

Thus, voiced from the different departments, our school has drawn its strong foundation from out of the entire educational world.

#### Object of Vocational Training.

Many feel that, when an individual takes a course in Manual Training, the completed object is the most vital part of the training. In fact, one might judge that the few pieces made—from some viewpoints—were all there was to the manual training field. This, however, is most seriously misleading. The object made, though necessary to the learning of some shop problems, is far removed from the aim of the work. The aim should be to gain added power; to aid the individual to develop his latent possibilities; to fit him for the most useful service to humanity. In other words, it might be summed up in the one word "Service."

As teachers, we are especially chosen to train the coming citizen to fill his place as a useful member of society. In other words, we could be taken or looked upon as a symbol of service. Therefore, any subject that we can study that will give us a better insight into the needs of humanity, will fit us only the more fully for our duty and our service.

The individual who takes drawing does not always do so expecting to be an artist, but that he may gain an insight more fully into the hidden treasures of life and gain a breadth of character therefrom. So in manual training, all those who take the work will not be carpenters, but yet they will have gained an invaluable asset in their insight into life and its problems.

#### THE COMPOSITION PROBLEM.

By W. A. BEER, Department of Education.

A school must try to solve the composition problem on natural lines.

One can not wield a subject till it becomes a part of his life, and is reinforced by his whole life.—*Arnold Tomkins*, in "Science of Discourse."

Composition is the constructive side of discourse.

The radical difference between the copying or reproducing of perfect language forms and the original spontaneous expression of the child's own life in language is well illustrated by the difference between the artist painter who only copies the work of others, and the great master who by years of expressing himself through paint, has come to be able to produce the masterpiece.

Production is infinitely better than reproduction.

Perfection in life is infinitely greater than perfection of form.

The great laws of art are universal and operate in discourse as well as in music, painting, sculpture, and architecture.

The child's experience story printed as written is discourse, and out of this expression of the true content of the writer's life, the writer grows into larger and better life because of the natural action of the forces both internal and external which further his life growth.

Here are illustrations of a method, not a device. The first composition in the respective sets is the work of the child fresh from the "devices" of a "good language book." The second shows the result of freedom for two months under the care of a wise and sympathetic teacher.

The list of words used by a person unconsciously is, strictly speaking, his vocabulary. Words so used are the language forms with which a child thinks. His life experiences ever demand new words. His experience story slowly but surely increases his vocabulary—sufficient reason for giving large attention to this phase of composition.

The "blue pencil" is a great force in the school if used to mark the good found in the child's story.

#### "THE OLD WAY."

#### "THE NEW WAY."

##### Results Obtained in Two Months.

Grade 2. Age 7.

I have a dog  
I have a apale

JOE BALLY,  
November 20, 1914.

##### MY DOG

I have a dog. His name is Bob. Bob and I went up on a hill last Saturday. We saw a rabbit, and Bob ran after it but he couldn't catch it, and then we went over the hill and we saw another rabbit and Bob did catch this one and then we went home.

JOE BALLY,  
February 2, 1915.

Grade 2B. Age 7.

I haf a cat, and it ran a wa wan da.

JENNIE HOLVERSON,  
November 20, 1914.

##### MY GOLDFISH

I have some gold fish. They live in a bowl of water. They like water and could not live out of it. I like my goldfish. My sister Opal gove them to me. We feed the fish every day and give them fresh water.

JENNIE HOLVERSON,  
February 2, 1915.

Grade 2B. Age 8.

I have to dog  
They are big dog  
Thay are mishf to my mamma  
My mamma tak her br.

WELTHA KISER,  
November 20, 1914.

##### MY PETS

I have a pet horse and two goldfish. My goldfish live and a large bowl. My pet horse lives in a large barn. When I go to feed him he whinnies. He likes oats. I feed my fish every day.

They eat fish food.

WELTHA KISER,  
February 2, 1915.

Grade 2A. Age 9.

I have a wite kitty.  
I went a fishing one day and coat a fish.  
I have a wite dog.

JESSE BROOM,  
November 20, 1914.

##### SCHOOL

I go to school almost every day. I like my teacher. The school house is a big one. I have lots of fun at school playing Black man. My teacher has flowers in the school house. I try to be good in school I get my lesson.

JESSE BROOM,  
February 2, 1915.

I have a dog.  
It can fast.  
I can catch it.  
My little sister can catch it.  
The dog has four fite.

RALPH CLINE,  
November 20, 1914.

I am going to school. The school is big.  
I like to go to school I like my teacher I  
work hard. I want to go into the third  
grade. I have lots of fun at recess. I play  
games in school I read books.

RALPH CLINE,  
February 2, 1915.

No corrections were made in either manuscript.

### THE RIGHTS OF THE CHILD.

W. C. BAGLEY.

"We believe in the Rights of the Child.

We believe that every child has a right to an abundance of sunshine and fresh air; to wide, open spaces where he may run and romp; to a patch of earth wherein he may delve for hidden treasure—and therefrom he may recover, perhaps, riches in the form of cabbages, radishes, tomatoes, and other garden stuff, symbolic of wealth beyond the dreams of Midas; to trees which he may climb; to brooks in which he may wade; to a swimming hole and the privilege of cavorting therein; to a real hill down which he may coast; and to a pond whereon he may row and sail and skate.

We believe that every child has a right to warm clothing, occasionally patched and darned; a right to go to bed early and get up betimes; a right to an abundance of plain and wholesome food, including fats, proteids, carbohydrates, all in due proportion—but not excluding now and then a real "feast" with sweets in abundance and liberal portions of that indigenous American concoction known as pie.

We believe that every child has a right to grimy hands and a dirty face, with an equal right to recovery therefrom even at the price of much valiant though involuntary scrubbing behind and within the ears.

We believe that every child has a right to affection; to loving care and tender solicitude; to some one who will tuck him in at night, who will grieve when he is naughty, who will sympathize with his childish ambitions, and rejoice in his childish triumphs; who will take him at all times for the really serious little being that he is.

We believe that every child has a right to protection; to protection against physical dangers, but also to protection against pampering, indulgence, and sickly sentimentalism; to protection against moral dangers, but also to protection against goody-goodism, hypocrisy, and cant.

We believe that every child has a right to discipline; an inalienable right to correction for his childish mistakes; a right to the kind of correction that will protect him against his own worst enemy—himself; a right to a wholesome regimen of life in which stated and regular duties will have their proper place; a right to habits and ideals of industry, thrift, responsibility, and thoughtfulness for others.

We believe that every child has a right to instruction; a right to his share of the skill and culture that have been accumulated during the ages; a right to his due portion of the ideas and ideals that constitute the spiritual heritage of the race; and we believe that this right is far too sacred to be thwarted by a naive trust in his own momentary interests and impulses.

We believe that every child has a right to freedom; to periods each day when, within reasonable limits, he may follow the dictates of his own sweet will; but we believe also that he has a right to preparation for the larger and more responsible freedom of his adult years, a right to the kind of preparation that will make him master of his own interests and enthusiasms and ambitions—master of himself."—*School and Home Education*.

*The Humboldt State Normal School further believes that every child has a right to be taught by teachers who know how to teach.*





3 0112 105871773